

# ABSTRACT

## SPECIAL FUND PROPOSAL

### Section I. BASIC INFORMATION

**Proposed Project Title:** School Improvement Grant (SIG 1003)  
Barack H. Obama Magnet University School

**Grant Source and Agency:** CT State Dept. of Ed

**Total Amount Requested:** \$197,147      **Due Date of Application:**

**System Contact:** Susan DeNicola

**Telephone #:** 475-220-4800

**Description of Project:** Provide a brief description below. Use Section VI to outline specific objectives and strategies relating to goals described in the application.

- 1) To provide evidence-based professional training that builds teacher and leader capacity for content to support student achievement in seven schools
- 2) To purchase contractual services from consultants who are recognized professional development specialist providing training in literacy and math that are embedded and meet the guidelines of ESSA evidence-based strategies meeting the criteria of strong or moderate research.
- 3) To purchase materials/programs grounded in research that meet ESSA guidelines.

**TARGET: Schools/Unit:** Strong Magnet School (Turnaround)/Barack H. Obama  
**No. of Students:** 311      **Grade Level(s):** PreK - 4  
**Eligibility Criteria:** \_\_\_\_\_

**GRANT PERIOD:**

From: (10/1/20):

To: (09/30/21):

New

Continuation

**Previous Bd. of Ed. Approval:**

Planning

Operational

**Bd. of Ed. Information**

Action

Information

Support

Competitive

Entitlement

Grant

**PROPOSAL DEVELOPERS:**  
Susan DeNicola

**CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1**

**ABSTRACT TIMETABLE**

**Return to:** \_\_\_\_\_

**Received:** \_\_\_\_\_

**Board of Education FINANCE & OPERATIONS Meeting Date** 10/19/20

**Board of Education Meeting Date:** 10/20/20

**Due Date to Grantor:** \_\_\_\_\_

**REVIEW**

**Grants Manager** 

**Finance Manager** 

**Human Resource Manager** \_\_\_\_\_

Proposed Project Title: SIG 1003 Barack H. Obama Magnet University School

Total Amount Requested: \$197,147

Proposed Grant Receiving Agency: NHPS

**SECTION II: FISCAL INFORMATION**

**PERSONNEL**

# FT	#PT		COST
		Administrators	\$
	3	Teachers	\$24,960
		Management	\$
		Paraprofessionals	\$
		Clerks	\$
		Others	
	21	Stipend	\$18,880
		Longevity	
		<b>SUBTOTAL</b>	<b>\$43,840</b>

**NON PERSONNEL**

	COST
Supplies & Materials	\$37,000
Student Transportation	\$
Staff Travel	\$
Internal Evaluation	\$
External Evaluation	\$
Independent Contractors	\$65,000
Equipment	\$47,804
Other	\$
Indirect Costs, if allowed	\$
<b>TOTAL NON- PERSONEL</b>	<b>\$149,804</b>

**FIXED COSTS:**

Health Benefits	\$
Pension (Paras & Mgmt.)	\$
FICA/Medicare	\$3,218
Workmen's Compensation	\$ 285
<b>SUBTOTAL</b>	<b>\$3,503</b>
<b>TOTAL PERSONNEL &amp; FIXED COSTS</b>	<b>\$47,343</b>

**Notes:**

- 1) Total Personnel and Non Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

**SECTION IIA: BUDGET EXPLANATION**

The following categories must be explained:

**All Personnel:** explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

**\*\*This is a grant that covers contractual services, materials and supplies for seven schools that meet the state criteria of turnaround or focused category based on the next generation accountability indicators.**

**All Personnel**

- An ESL and two literacy tutors will support ESL students and struggling readers.
- Teachers will receive part-time hours to participate in professional development sessions from the Center for the Collaborative Classroom and the Gesell Institute of Child Development as well as planning and curriculum writing sessions with coaches.

**All Non-Personnel Items:**

- Independent Contractors:
  - Center for the Collaborative Classroom to provide professional development and coaching to classroom teachers in the collaborative literacy reading comprehension module Making Meaning and writing module Being a Writer to provide support for teachers in lesson planning and effective instruction in teaching reading, vocabulary, and writing.
  - Gesell Institute of Child Development to provide professional development and coaching in the pedagogy of play to advance cognitive skills like language and reading as well as social skills like emotion regulation.
  - ALIVE Program to provide stress reduction sessions for selected students, child safety education programs, the Miss Kendra program for participating students, parent engagement sessions, and professional development and support for teachers and administrators.
- Supplies and Materials:
  - Classroom libraries of leveled books for students in both English and Spanish
  - Making Meaning program to provide a research-based, whole class, reading and vocabulary instruction
  - Being a Writer program to provide a researched-based whole-class writing instruction
  - Dreambox Learning site license to provide access to an adaptive online math intervention program
  - Reflex subscription to provide fact practice to increase fact fluency
  - Classroom supplies to support play-based learning in classrooms
- Equipment
  - Headphones with microphones Headphones with microphones will allow EL students to access online programs such as Imagine Learning and other platforms so they can hear their speech.
  - Technology – Chromebooks, iPads, and laptops will allow students to access online programs such as Dreambox, Reflex, and Imagine Learning
  - Furniture, technology, and items to store and maintain the longevity of play-based learning materials and supplies will be used to support the academic achievement and social and emotional learning of students . (2.3)

**Proposed Project Title:**

SIG 1003 – Strong Magnet School

**Total Amount Requested:** \$197,147

**Proposed Grant Receiving Agency:** NHPS

**SECTION III: SYSTEM OBLIGATIONS**

**Project support from other programs:**  None  Yes **Explain:**

**Linkage with other programs:**  None  Yes **Explain: Support of interventions**

**Local Fiscal costs, (include renovation):**  None  Yes **Explain:**

**Future local personnel obligations:**  None  Yes **Explain:**

**PROJECT OR GRANT REQUIREMENTS**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Local Maintenance              | <input type="checkbox"/> Replication        | <input type="checkbox"/> Parent Involvement       |
| <input checked="" type="checkbox"/> In-Service Training | <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved     |   | <input type="checkbox"/> Dissemination            |

**ADDITIONAL RESTRICTIONS OR CONCERNS**

**Professional development and programs must be grounded in evidence-based research and practices based on ESSA guidelines.  
Schools must be Title I Turnaround or Focus.**

**SUBMITTING ADMINISTRATOR:** Susan DeNicola  
**Signature**

10/6/2020  
**Date**

**Proposed Project Title:** SIG 1003 – Strong Magnet School

**Total Amount Requested:** \$197,147 (Funding Agency: CSDE)

**Proposed Grant Receiving Agency:** NHPS

**SECTION IV: PROPOSED PERSONNEL**

List, **individually**, each position proposed by this grant application. If no personnel, please indicate N/A in the chart below

<b>F/T</b>	<b>P/T</b>	<b>Classification</b>	<b>Position Description</b>	<b>Duration of Proposed Service</b>	<b>Proposed Employee</b>	<b>Current NHPS Employee Yes/No</b>	<b>If Yes Current Employee Number</b>
	1	Tutor	Provide literacy support for ESL students.	December 2020 – June 2021	TBD	TBD	TBD
	1	Tutor	Provide literacy support for struggling readers.	December 2020 – June 2021	TBD	TBD	TBD
	1	Tutor	Provide literacy support for struggling readers.	December 2020 – June 2021	TBD	TBD	TBD
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Oscaima Berrios	Yes	33266
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Mirissa Cappiello	Yes	25720
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Adrianna Choma	Yes	13970
	X	Teachers	Participate in various professional	November 2020 – June 2021	Carla Pinto	Yes	33884

			development and curriculum writing opportunities				
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Julie Demsky	Yes	18264
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	John Fortier	Yes	11035
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Kristen Ianniello	Yes	34331
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Cheryl Luzzi	Yes	31221
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Simone Minichino	Yes	20279
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Kellie Mullally	Yes	18782
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Karissa O'Keefe	Yes	18335
	X	Teachers	Participate in various professional development and	November 2020 – June 2021	Allison Pittman	Yes	34554

			curriculum writing opportunities				
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Carlos Reyes-Couvertier	Yes	04268
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Michael Ruby	Yes	21918
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Kayla Seeley	Yes	32711
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Mallary Donohue	Yes	19808
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Rebecca Tabak	Yes	35632
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Susan Amenta	Yes	15944
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Monica Concas	Yes	25067
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Tori Vessicchio	Yes	14378

			writing opportunities				
	X	Teachers	Participate in various professional development and curriculum writing opportunities	November 2020 – June 2021	Audrey Montesi	Yes	15178

**V. PROPOSED CONTRACTS**

List **individually**, each contract that will be prepared by this proposed project. If contractors will not be utilized, please indicate **N/A** in the chart below.

<b>Proposed Independent Contractor</b>	<b>Brief Description of Service</b>	<b>Proposed Pay Rate</b>	<b>Proposed Total</b>
Center for the Collaborative Classroom: Making Meaning and Being a Writer	Center for the Collaborative Classroom will provide professional development to deepen understanding of the best practices in teaching reading and writing.	\$2,500 per full day onsite training	\$5,000
Gesell Institute of Child Development	Gesell Institute of Child Development to provide professional development and coaching to teachers on the pedagogy of play.	\$1,000 per 90 minute all staff PD \$2,500 per full day PD \$200 per hour for coaching	\$10,000
ALIVE Program	ALIVE: stress reduction sessions for students in need, child safety education programs, the Miss Kendra program, parent engagement sessions, and professional development and support for teachers and administrators.	\$112.75 per hour	\$50,000

**VI. ADDITIONAL INFORMATION:**

**Please Answer All Questions -- Use Additional Pages if Necessary**

**1. Please state specific goals for this grant or the grant period.**

This is a four-year grant provided to school districts to support teaching and learning in schools identified as Turnaround or Focused. The first year of the grant is for planning and training and purchase of materials and programs to support intervention in math and literacy. Goals include:



- Closing the achievement gap: learning is promoted for all students, but is particularly targeted to schools that are categorized by the state as turnaround and focused schools.
- At Obama, we will focus on three identified growth areas as goals: differentiation & checking for understanding, support for special populations, and community partners and wraparound strategies.
- Our student achievement goals are:
  - Goal #1: In alignment with ESSA targets, the ELA SPI will increase from 61.2 in 2018-19 to 64 in 2020-21. The Math SPI will increase from 51.8 in 2018-19 to 56.6 in 2020-21.
  - Goal #2: In alignment with ESSA targets, the ELA Growth target will increase from 78.1% in 2018-19 to 81.2% in 2020-21. The Math Growth target will increase from 79.1% in 2018-19 to 81.9% in 2020-21.
  - Goal #3: In alignment with ESSA targets, the LAS Links Literacy Growth target will increase from 44.8% in 2019-20 to 64.2% in 2020-21 and the LAS Links Oral Growth target will increase from 36.4% in 2018-19 to 61.8% in 2020-21.

**a. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:**

Since receiving the School Improvement Grant we have made the following accomplishments:

- The percentage of students achieving Level 3 or 4 in ELA on the Smarter Balanced Assessment was 23.4% in June 2017 and increased to 29% in June 2019.
- The percentage of students achieving Level 3 or 4 in Math on the Smarter Balanced Assessment was 12.76% in June 2017 and increased to 20% in June 2019.
- The percentage of students achieving their growth target in ELA on Smarter Balanced Assessments was 23% in June 2017 and increased to 47.5% in June 2019. The percentage of students achieving their growth target in Math on Smarter Balanced Assessments was 52.1% in June 2017 and increased to 77.1% in June 2019.
- The percentage of EL students achieving Level 3 or 4 in ELA on SBA in June 2017 was 9% and increased to 23.26% in June 2019.
- The Connecticut State Department of Education identified our school as a School of Distinction Category 3 for 2017-2018 school year based on High Growth (High Needs Students) in Math.
- The Connecticut State Department of Education identified our school as a School of Distinction Category 2 for 2018-2019 school year based on High Growth (All Students) in ELA and High Growth (High Needs Students) in both ELA and Math.

**2. How does this grant address School Reform goals?**

This grant addresses the goal school reform by providing students with research-based strategies and interventions to help them to be able to access learning via a focus on differentiation and support for special populations. In addition, it addresses community partner and wraparound strategies, especially for students in trauma. Trained staff will be provided with research based instructional strategies and intervention based on ESSA guidelines and definition of evidence-based intervention. The intent of all training and programs is to raise student achievement by providing staff with embedded coaching.

**3. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)**

This proposal is significant to improving student achievement and staff performance. Teachers and leaders will be trained by consultants to implement identified literacy and math strategies to support students learning and acquisition of skills. The materials that are used for literacy and math must meet the criteria of research-based, according to ESSA, and require training prior to implementation. As a result, teachers are involved in training prior to the implementation of selected intervention programs. Students are falling behind based on the high numbers identified substantially deficient via assessments. The use of new materials and programs is to help to motivate and enhance the pace of learning.